



# 2024 - 2027 School Improvement Plan



# STRATEGIC DIRECTION AND PRIORITIES

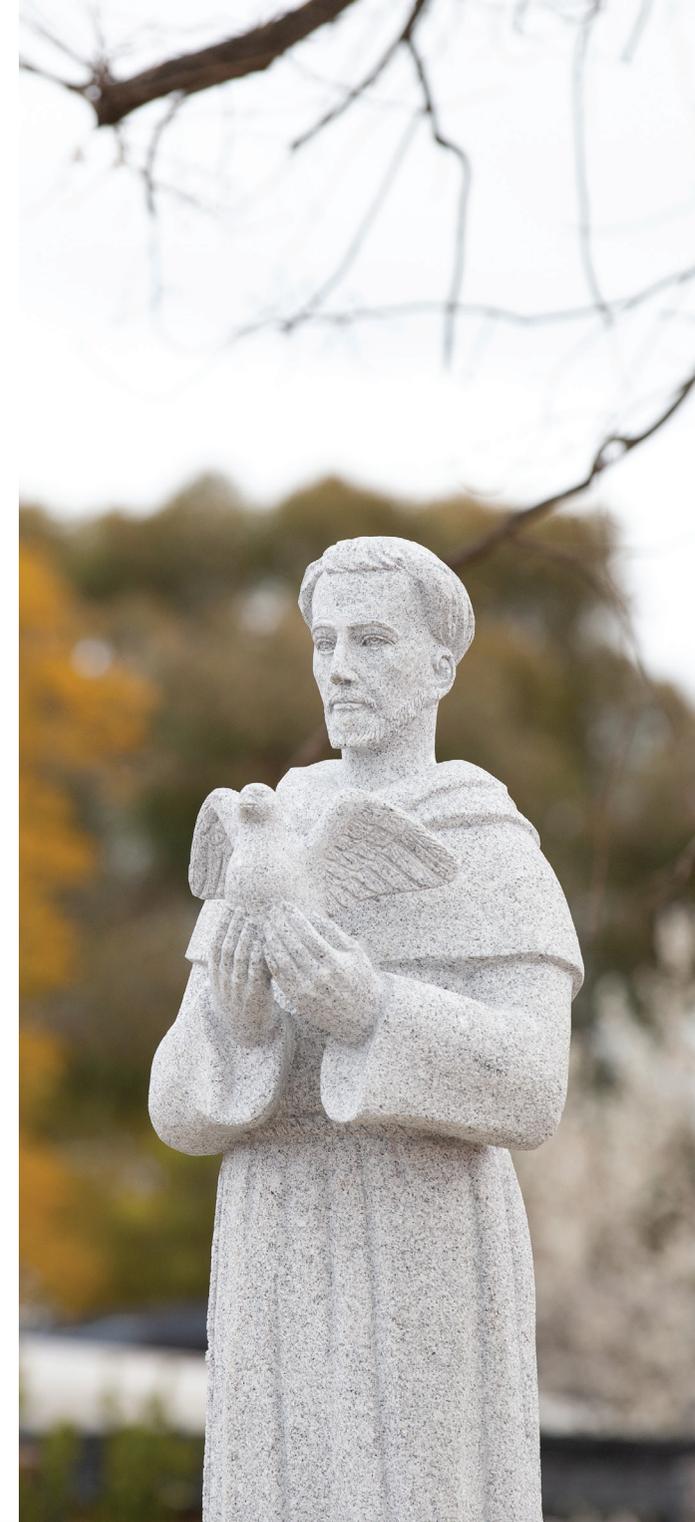
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## VISION

The vision for Catholic Education Sandhurst Limited is to provide, in partnership with our families and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

## We believe

- that the values of the Gospel are central to who we are, what we do and how we act
- that we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- that a strong sense of community is dependent on the quality of our collegial relationships
- that each person's potential is fostered through the dedicated ministry of Catholic Education
- in leadership encompassing vision, innovation and empowerment.



# A COMMUNITY OF COMMUNITIES

The Catholic school is not so much an institution but a community, animated by the Gospel spirit of freedom and charity.

Its very nature as a community is characterised by a multiplicity of expressions founded upon, supported by, and directed towards its Catholic identity. In creating stimulating, enriching, liberating and nurturing learning environments, Catholic Education Sandhurst Ltd is a community of communities.



# COLLEGE IDENTITY STATEMENT

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We are a Franciscan School Community; hope filled, merciful and joyous.

## **College Vision Statement:**

Jesus calls us with joy to be a learning community where;

- We are conscious that all of our actions must be guided by the mercy of God.
  - We live in right-relationship with the earth and all of God's creation.
- Purposeful learning and teaching allow every student to be engaged with intellectual, ethical and spiritual richness.
- We develop leaders who strive to build a just world taking care of the tradition, the spirit and the story of all Australians.
- Each individual is valued and recognised in a safe, accepting and inclusive learning environment.

## **College Graduate Outcomes:**

At St Mary of the Angels College we aspire for our students to be:

- Witnesses to the good news of Jesus Christ.
- Active, engaged and socially responsible participants in a diverse and evolving world.
  - Visionary thinkers who are passionate about life-long learning.
  - On a journey of self-discovery, through service and a love for others.



# SCHOOL IMPROVEMENT PLAN 2024 –2027

SCHOOL IMPROVEMENT PRIORITIES	LINKS TO CES LTD STRATEGIC DIRECTIONS	CES LTD STRATEGIC ENABLERS	SCHOOL IMPROVEMENT GOALS
<p><b>Nurture a community culture that promotes high expectations and is hope filled and relational</b></p>	<p><b>Catholic Community:</b> Catholic school identity is preserved and enhanced by explicitly putting forward the Catholic faith in dialogue with the school’s plural context, out of the conviction that faith and culture enrich each other.</p> <p><b>Learning Community:</b> Through high impact pedagogical strategies, students learning is relevant, contemporary and differentiated to their needs.</p> <p><b>Healthy and Well Community:</b> Dynamic healthy communities that build trusting and respectful relationships to enhance student learning, wellbeing and safety.</p> <p><b>People Focused Community:</b> Outstanding members of staff who exemplify high professional standards, effective practices, and a commitment to ongoing learning and growth.</p> <p><b>Stewarding Community:</b> Receiving God’s gifts gratefully, we cultivate them responsibly, grow them wisely and share them lovingly in justice with others.</p>	<p><b>A culture of dialogue:</b> To attend to one’s own identity with the understanding of others and respect for diversity.</p> <p><b>Student empowerment in voice, agency and leadership:</b> To be active participants in the educational process; protagonists of their own education.</p> <p><b>Innovation and collaboration:</b> To develop creativity, imagination; and the ability to take on responsibilities.</p> <p><b>Partnership:</b> To initiate everyone into the art of accompaniment.</p> <p><b>Integrated digital technologies:</b> To be equipped with ever newer skills throughout life to respond to the needs of the times.</p>	<p>To enrich our Catholic Identity through words and actions, affirming our belief that we are all made in the image and likeness of God.</p> <p>To enhance partnerships with families and community agencies to foster a shared responsibility for the personal and academic growth of all students.</p> <p>To further develop a positive, safe and supportive College environment based on aspiration, positive relationships, responsibility, consistency and mutual respect.</p>

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SCHOOL IMPROVEMENT PRIORITIES	LINKS TO CES LTD STRATEGIC DIRECTIONS	CES LTD STRATEGIC ENABLERS	SCHOOL IMPROVEMENT GOALS
<p><b>Nurture a community culture that targets the sustainable use of human, physical and financial resources.</b></p>	<p><b>Catholic Community:</b> Catholic school identity is preserved and enhanced by explicitly putting forward the Catholic faith in dialogue with the school’s plural context, out of the conviction that faith and culture enrich each other.</p> <p><b>Learning Community:</b> Through high impact pedagogical strategies, students learning is relevant, contemporary and differentiated to their needs.</p> <p><b>Healthy and Well Community:</b> Dynamic healthy communities that build trusting and respectful relationships to enhance student learning, wellbeing and safety.</p> <p><b>People Focused Community:</b> Outstanding members of staff who exemplify high professional standards, effective practices, and a commitment to ongoing learning and growth.</p> <p><b>Stewarding Community:</b> Receiving God’s gifts gratefully, we cultivate them responsibly, grow them wisely and share them lovingly in justice with others.</p>	<p><b>A culture of dialogue:</b> To attend to one’s own identity with the understanding of others and respect for diversity.</p> <p><b>Student empowerment in voice, agency and leadership:</b> To be active participants in the educational process; protagonists of their own education.</p> <p><b>Innovation and collaboration:</b> To develop creativity, imagination; and the ability to take on responsibilities.</p> <p><b>Partnership:</b> To initiate everyone into the art of accompaniment.</p> <p><b>Integrated digital technologies:</b> To be equipped with ever newer skills throughout life to respond to the needs of the times.</p>	<p>To establish a confident understanding of the story and charism of St Francis of Assisi, recontextualising and responding to our call to care for creation.</p> <p>To strengthen ongoing professional development of staff and leadership capability through mentoring and coaching in line with the Australian Professional Standards for Teachers.</p> <p>To foster a deep sense of connection within our community, building pride and respect with our human, physical and technological resources.</p>

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## St Mary of the Angels Secondary College: ANNUAL ACTION PLAN, 2024



### 2024 Strategic Statement:

In 2024, St Mary of the Angels Secondary College community will focus on holistic education and growth. Our staff will develop a deeper commitment to the Professional Standards for Teachers; our community will continue the journey to Reconciliation; and partnerships between school and home will be enhanced.

<b>SCHOOL IMPROVEMENT PRIORITY</b>	Nurture a community culture that promotes high expectations and is hope-filled and relational.			
<b>CES Ltd STRATEGIC ENABLERS</b>	<ul style="list-style-type: none"> <li>A culture of dialogue.</li> <li>Student empowerment in voice, agency and leadership.</li> <li>Partnerships.</li> <li>Integrated digital technologies.</li> </ul>			
SCHOOL IMPROVEMENT GOAL 1	KEY IMPROVEMENT STRATEGIES & ACTIONS	EVIDENCE OF SUCCESS / TARGETS	RESPONSIBILITY	TIMELINE
To enhance trusting and respectful partnerships between the College and our families to foster a shared responsibility for the holistic growth of all students.	<p><u>PART A:</u></p> <ul style="list-style-type: none"> <li>Student commendations for recognition of positive contributions.</li> </ul> <p><u>PART B:</u></p> <ul style="list-style-type: none"> <li>Construct the terms of reference for an extensive Learning Advisor Program (LAP) review. This includes the possibility of an external chair and construction of a Review sub committee.</li> <li>Evaluate the effectiveness of the current model of the LAP considering improvements to the current model, linking to student learning and success.</li> <li>Ensure all stakeholders have a voice in evaluating and assessing the LAP.</li> </ul>	<p><u>PART A:</u></p> <ul style="list-style-type: none"> <li>Commendations criteria and process developed and presented to staff.</li> <li>Implementation of a formalised recognition process of student commendations inclusive of the communications process.</li> </ul> <p><u>PART B:</u></p> <ul style="list-style-type: none"> <li>Appointment of a subcommittee to conduct the process of the LAP review.</li> <li>Students/staff/families consulted through surveys and other forms of communication with regard to the current LAP.</li> <li>Data is collected, collated and recommendations presented to the community regarding the LAP.</li> <li>A draft LAP structure is developed and presented to the Executive Team as per the LAP review recommendations.</li> </ul>	<p>Deputy Principal – Student Wellbeing and Development.</p> <p>Co-responsibility: Core Wellbeing Team</p> <p>Year Level Team Leaders.</p>	<p>Feb-July, 2024: (Part A)</p> <p>July onwards: (Part B - LAP Review process)</p>

**LINKS TO RELEVANT NSIT DOMAINS (please tick):**

1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input checked="" type="checkbox"/>	4. <input checked="" type="checkbox"/>	5. <input type="checkbox"/>	6. <input type="checkbox"/>	7. <input type="checkbox"/>	8. <input type="checkbox"/>	9. <input checked="" type="checkbox"/>
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**LINKS TO RELEVANT CATHOLIC IDENTITY QUALITY INDICATORS (please tick):**

<input type="checkbox"/> Sacramental & Prayerful	<input checked="" type="checkbox"/> Life-Giving and Hope-Filled	<input type="checkbox"/> Faithful	<input type="checkbox"/> Just	<input checked="" type="checkbox"/> Inclusive & Safe
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<b>SCHOOL IMPROVEMENT PRIORITY</b>	Nurture a community culture that targets the sustainable use of human, physical and financial resources.
<b>CES Ltd STRATEGIC ENABLERS</b>	<ul style="list-style-type: none"> <li>• A culture of dialogue.</li> <li>• Student empowerment in voice, agency and leadership.</li> <li>• Partnership.</li> <li>• Innovation and collaboration.</li> <li>• Integrated digital technologies.</li> </ul>

SCHOOL IMPROVEMENT GOAL 2	KEY IMPROVEMENT STRATEGIES & ACTIONS	EVIDENCE OF SUCCESS / TARGETS	RESPONSIBILITY	TIMELINE
To strengthen ongoing professional development of staff and leadership capability through mentoring and coaching in line with the AITSL Australian Professional Standards.	<ul style="list-style-type: none"> <li>• Develop a clear connection to the Australian Professional Standard for Teachers (APSTs) to enhance professional practice.</li> <li>• Implement student voice as one aspect of reflection on professional practice.</li> <li>• Implement professional pedagogical development through coaching and collaborative Teaching Sprints.</li> <li>• Enhance student engagement through linking cognitive and metacognitive practices to pedagogy.</li> <li>• Strengthen teacher ‘buy-in’ to the Annual Review Process (ARM).</li> <li>• Monitor the implementation of the Australian Professional Standards for Learning Support Officers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an internal student voice process with the CLA Leaders</li> <li>• All students participate in targeted student voice surveys in each class.</li> <li>• All teachers engage in at least one Teaching Sprint.</li> <li>• Teachers and learning support staff engage in professional learning on PEN principles. (Psychology / Education / Neuroscience)</li> <li>• Teachers are able to reflect on their pedagogical growth and APSTs, which are celebrated at the ARM.</li> <li>• Learning Support Officers engage with the Professional Standards upon release.</li> </ul>	DP – Learning and Professional Practice.  Co-responsibility: Pedagogy Leader	February - November 2024.

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<b>CES Ltd STRATEGIC ENABLERS</b>	<ul style="list-style-type: none"> <li>• A culture of dialogue.</li> <li>• Student empowerment in voice, agency and leadership.</li> <li>• Partnership.</li> </ul>

SCHOOL IMPROVEMENT GOAL 3	KEY IMPROVEMENT STRATEGIES & ACTIONS	EVIDENCE OF SUCCESS / TARGETS	RESPONSIBILITY	TIMELINE
To further develop connections with First Nations peoples, enhancing cultural awareness and respect for all members of the community as we journey together towards Reconciliation.	<ul style="list-style-type: none"> <li>• To finalise and present the findings of the Aboriginal Education School Based Reference Group (SBRG) to the College Executive Team.</li> <li>• Implement the Possum Skin Cultural Plans for all Aboriginal students.</li> <li>• Reconnect with communities in the Kimberley region that we have had past relationships with - St John of God Heritage Centre and community schools; One Arm Point, Billiluna and Beagle Bay.</li> <li>• College staff lead with a language of inclusiveness and reconciliation which is constantly heard in all facets of our community.</li> </ul>	<ul style="list-style-type: none"> <li>• Receipt of recommendations from the SBRG which have been tabled for consideration and action by the Executive Team.</li> <li>• All Aboriginal students have cultural plans in place, completed by Learning Advisors in consultation with the KEW and AEL.</li> <li>• Evaluate opportunities for rekindling relationships with our partner schools in the Kimberley for future Immersion opportunities.</li> <li>• College staff engage with the Aboriginal Education Professional Development Program and Resources, embedding Aboriginal Perspectives within their learning plans.</li> <li>• College staff are familiar with the SMOTA FIRE Carrier Covenant and have the opportunity to join the FIRE Carrier program.</li> </ul>	<p>Assistant to the Principal - Faith &amp; Charism.</p> <p>Co-responsibility: Aboriginal Education Leader and Koorie Education Worker.</p>	Feb – Nov 2024.

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THY WILL BE DONE



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